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ABSTRACT

Instruction in one eighth-grade history teacher's classes varied between use and nonuse of vocabulary recognition materials for difficult words to study the possible effect of such materials on test scores. The vocabulary recognition materials were used to augment four chapters of the history textbook that the students studied, while four chapters not accompanied by vocabulary materials served as control chapters, and one chapter was not used in the research at all. Eighty students took all of the tests for chapters in the research design, and their test scores for the experimental chapters were compared to the test scores for the control chapters. Not only were there higher grades for chapters with vocabulary materials, but t-score computations of the overall differences between experimental and control chapters were significant at the .01 level of confidence. The conclusion that vocabulary recognition helps to improve content reading implies that teachers should investigate the reading levels of students and the textbook, followed by attempts to reconcile reading level differences through an emphasis on the difficult vocabulary within the text. (RL)

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THE RELATIONSHIP BETWEEN VOCABULARY RECOGNITION AND HIGHER CHAPTER TEST SCORES IN UNITED STATES HISTORY CLASSES

A Research Project

Presented to

Dr. Darold Beckman

Whittier College

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in Education

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by

Wendy Anne Dea

May 1978

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Chapter 1

PRESENTATION OF THE STUDY

INTRODUCTION

Reading skills or the ability to read, rates very high on the list of educational priorities among parents, teachers, and administrators. Charles Gadway, in discussing student assessment states:

> Of all the skills children are taught in school, most Americans would probably agree that reading is the most essential skill for them to acquire if they are to be normal functioning adults in our society.[1]

Yet, for all our effort and concern there have been definite roadblocks in achieving better readers. This has been shown year after year by decreasing Scholastic Aptitude Test (SAT) scores.

In a recent report done by the College Entrance Examination Board on declining SAT scores among high school students, the following was revealed.

> For the past fourteen years, SAT scores have dropped steadily, after remaining relatively stable

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[1]Charles J. Gadway and H. A. Wilson, Functional Literacy: Basic Reading Performance. A Brief Summary and Highlights of an Assessment of a 17-year-old Student in 1974-75, ERIC Document ED 133 704, 1975.

during the preceding decade. Verbal scores have dropped 49 points, from 478 in 1963 to 429 in 1977.[2]

One roadblock may be that although "it has been estimated that over 75 percent of all that is learned at the secondary level is acquired through reading,"[3] very little attention is given to reemphasizing basic reading skills. Priorities have shifted from learning to read to reading to learn. For the disabled reader this problem is compounded as the course work becomes progressively more difficult. Each year requires more sophisticated analysis of the material. It is reasonable to assume that if content-area teachers would address themselves to this problem, there might be a higher rate of reading success in academic subjects.

It was the intent of this researcher to investigate one method of teaching reading in the content area.

STATEMENT OF THE PROBLEM

The basic objective of this study was to determine whether a positive correlation exists between the use of vocabulary recognition and higher chapter test scores in eighth grade United States history classes.

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[2]John Ryor, "Declining SAT Scores," Today's Education, 66, 4 (November/December, 1977), 6-8.

[3]Nancy A. Everhart and Margaret V. Lloyd, Vocabulary Development in the Content Areas Through Word Recognition Skills: Individualized Inservice Packet Number V, Teaching Teen Reading Series, ERIC Document ED 106 757, 1975.

In order to satisfy the above objective it was necessary to solve the following subproblems:

1. Identify those words which would be difficult in pronunciation or meaning for a disabled eighth grade reader.

2. To define these identified words and use them in a sentence drawn from the textbook.

3. To create a practice worksheet to quiz the children on the vocabulary lesson.

4. To establish how the subjects of this study were to be selected.

5. To determine how the raw data from the vocabulary was to be tabulated.

6. To determine what statistical procedures should be used for analyzing the data from the vocabulary units.

PURPOSE OF THE STUDY

The main purpose of this study was to inform educators whether defining difficult vocabulary words and using them in a sentence drawn from the textbook would indeed create a better understanding of the chapter being studied. This information might be valuable in indicating to all content-area teachers a need to deal more directly with the process of reading in teaching every subject.

Another purpose of this study would be to create an awareness among educators concerning related literature in the content area. That awareness, combined with the

possible findings of this study, would allow them to develop programs incorporating those skills correlated with reading success in the classroom.

STATEMENT OF THE HYPOTHESIS

For the purposes of this study the null hypothesis was stated as: Students taught with the method of vocabulary recognition will not show any significant difference in retention of historical information, as measured by chapter test scores, than when taught without this vocabulary technique.

ASSUMPTIONS

This research has been based on the following two assumptions:

1. It was assumed that understanding specific vocabulary words would increase competence in reading.

2. It was assumed that competence in reading is related to success in content-area subjects.

DELIMITATIONS

The subjects in this study were students in five eighth grade United States history classes at South Middle School in Downey, California.

The subjects received a final test grade on Chapters 1, 2, 3, 5, 6, 7, 8, and 9.

All subjects used the textbook, Challenge of America.

The instructor used the vocabulary recognition materials provided by this researcher on Chapters 1, 3, 5, and 7.

No specific vocabulary instruction was utilized on Chapters 2, 6, 8, and 9.

The study was completed by January, 1978.

DEFINITION OF TERMS

To enable the reader to properly understand this study, the following terms have been defined:

1. Comprehension--The ability to understand the content of the material that has been read; ". . . the extraction of meaning from the printed text."[4]

2. Content-Area Subjects--Academic subjects such as history, English, math, science, and foreign language.

3. Disabled Reader--

> A student who is having difficulty with the reading process, whether in the area of basic reading skills, acquisition and refinement of reading skills necessary for reading content material, or both.[5]

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[4]Ann Jaffe Pace and Roberta Michnick Golinkoff, The Relationship Between Word Difficulty and Access of Single-Word Meaning by Skilled and Less Skilled Readers, ERIC Document ED 120 671, 1976.

[5]A. Merriam, Webster's New International Dictionary (Springfield, Massachusetts: G. & C. Merriam Company, 1958).

4. Reading in the Content Area--The process of addressing the subject of reading skills in a class not specifically designed to teach reading.

Chapter 2

REVIEW OF THE RELATED LITERATURE

Reading frees man from the limitations of time and space. It can take one to any part of the world, any time in history, create any fantasy of the mind. Because the opportunities are endless for those who can read and those who like to read, we, as educators, are greatly concerned with success among students in this area.

Disabled readers are not a phenomenon of the 1970's. Research shows that the concerns in 1938 were not unlike the concerns of 1978. An annual conference on reading held at the University of Chicago in 1946 had as its theme, "Teaching Reading in the Content Fields." The participants attempted to pinpoint why reading difficulties arose at that time. Among the possible explanations suggested were: poor teachers, lack of consistent reading programs, greatly increased curriculum, larger intellectual demands on pupils, inability to use appropriate reading materials, and lack of individualization for the slower learner.[6] Much of what is written today restates these problems.

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[6]William S. Gray, Improving Reading in the Content Fields (Chicago: The University of Chicago Press, 1947).

It is rarely possible to find unanimous agreement on a topic in the field of education. Certainly the teaching of reading is no exception, yet most reading specialists maintain that every teacher is a teacher of reading. David Shepard states that all teachers, particularly in the content areas, are responsible for helping their students acquire the techniques and skills needed for their specific subject. Reading in the content fields is part of the total school program. The focus among educators has changed from teaching the content to teaching the student how to read and understand the content.[7]

It is the opinion of Carol McCord in an article entitled "Developing an Effective Reader" that,

> The effective reader is one who has achieved a skill level which will enable him to read most of the material which will confront him throughout his life; not only academic material but the everyday reading of advertisements, newspapers, magazines, etc.[8]

We cannot provide an individual with sufficient knowledge to last a lifetime. If formal education can develop independent learners, then their education will continue after leaving school.[9]

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[7]David L. Shepard, Reading in the Content Areas--Instruction and Application, ERIC Document ED 020 078, April, 1968.

[8]Carol S. McCord, Developing an Effective Reader, ERIC Document ED 014 381, May, 1967.

[9]Harold L. Herber, Teaching Reading in Content Areas (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970).

The following is the combined opinions of those educators attending a conference on "Teaching Reading in the Content Fields."

First, they felt optimum conditions for success must be provided. When a clear intent is shown, adequate background knowledge provided and appropriate levels of reading material made available, the student is more likely to succeed.

Secondly, appropriate direct instruction concerning specialized vocabulary and concepts will be needed to achieve the goal of the specific topic.

Thirdly, basic training in reading habits is necessary, particularly when using material more difficult than can be handled by the student. One cannot assume that the child arrives with adequate reading skills to achieve success.[10]

The review of literature in the field of teaching reading in the content area will begin with research about reading and what the studies have shown. This investigator will discuss content-area teachers, their position on the faculty, and possible inservice programs.

Next is a summary of some reading programs, both developmental and remedial. Attention is given to grouping, individualizing, and testing.

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[10]William S. Gray, Improving Reading in the Content Fields (Chicago: The University of Chicago Press, 1947).

In conclusion, there will be a discussion on the variety of reading skills necessary for reading success in the classroom. Such things as comprehension, vocabulary, mechanical skills, study skills, main ideas, personal and social development, critical thinking, and adapting reading material will be considered.

CONTENT-AREA TEACHERS

Two myths exist among secondary teachers. The first is that teaching reading takes place only in the elementary school; and second, that only those students who have reading problems need help.

Harold Herber discusses this problem.

> . . . reading instruction is provided mainly by reading teachers in reading classes--whether remedial, corrective or developmental. Consequently, most students in junior and senior high schools do not receive beneficial reading instruction beyond the sixth grade.[11]

Frequently, the reason is that subject-oriented teachers do not know how to teach reading. Also, reading personnel are not prepared to work with these teachers. Reading is usually taught as a separate subject.

There are common elements among content teachers which appear over and over again in research articles. A number one priority is to create a positive, enthusiastic, and understanding teaching environment. Frequently, the specific technique is not nearly as important as the

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[11]Helen J. Caskey, "Guidelines for Teaching Comprehension," The Reading Teacher, 23 (April, 1970), 649-654.

attitude of the teacher. Timothy Blair conducted a study to determine whether teacher effort is truly a factor in the success of a program. He states, "One key to being an effective reading teacher is the application of a high degree of effort or commitment."[12]

In a review of the literature on high school teachers, Leo Gray maintains it is necessary to create interest in a topic, set a purpose or goal, and give adequate direction when assigning work. It is even possible to provide the student with a list of related materials.[13]

Gray continues by stating the research indicates that reading skills are most effectively taught when related directly to the work being done. It is helpful to guide the children in organizing information and ideas from basic facts. Frequently, students who lack the ability to structure their thoughts may be helped by turning subheadings into questions.[14]

Even if the classroom textbook is written at grade level it is heavily laden with concepts causing problems for even the better readers. In an article written for the Journal of Reading, Richard Smith suggests that a

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[12]Timothy R. Blair, "Where to Expend Your Teaching Effort (It Does Count!)," The Reading Teacher, 30 (December, 1976), 293-296.

[13]Leo C. Fay, Reading in the High School. What Research Says to the Teacher, ERIC Document ED 033 827, September, 1956.

[14]Ibid.

multilevel textbook approach can be used to meet individual needs. Slow learners may be able to complete the assignments if materials are scaled down.[15]

Smith logically writes that the purpose of reading is to derive meaning. Any activity which brings this about has accomplished its goal. It is possible to use the retelling of a story to extract meaning. Because each child brings with him his own set of personal experiences, this may be interesting. Summary writing and small group discussion organize thoughts.[16]

Now, more than ever, it is necessary to be literate in a print-oriented society. Richard Allington stresses that reading instruction should focus on the child's need to have the ability to decode words, to know the meaning of each printed word, and to have the ability to organize material.[17]

ALL-SCHOOL APPROACH

There have been many all-school efforts to deal with the teaching of reading. El Toro High School in Orange County set up the total school environment as a reading

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[15]Richard J. Smith, "English Teacher as Reading Teacher," Journal of Reading, 16 (December, 1972), 245-250.

[16]Ibid.

[17]Richard L. Allington, Teaching, Learning, and Reading in the Middle Grade Content Areas, ERIC Document ED 140 213, October, 1976.

laboratory. Robert Bosanko recorded their experience. Time was spent educating the entire staff to the importance of teaching reading at the high school level. A reading strategy committee was formed, the needs of the student population were assessed, and four reading classrooms were created. The teachers were then trained to judge the reading level of textbooks and questionnaires were filled out by the faculty to determine attitudes and needs.[18]

In New Haven Middle Schools several creative approaches were used to encourage reading. There was interdepartment cooperation for the reading and production of plays and there were tapings of students reading poetry, novels, and plays. The library was partially sectioned off to emphasize current topics. Also, reading was used in home economics and industrial arts classes.

Some schools coordinated a laboratory-classroom approach. The reading laboratory was used as a focal point for teachers and students. Night meetings helped to involve the community in obtaining schoolwide goals.[19]

READING IN-SERVICE

Jerome Axelrod gives advice on how to conduct a reading in-service with a positive outcome. He recommends

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[18]Robert G. Bosanko, "They Learn to Read in Auto I--Honest!", Journal of Reading, 19 (October, 1975), 33-35.

[19]Nicholas P. Criscuolo, "Five Creative Approaches to Reading in New Haven Middle Schools," The Clearing House, 49 (November, 1975), 113-115.

holding it during school hours, ideally in place of a faculty meeting. Attendance should be voluntary and open to all faculty members. Aides can be included and the teachers may be grouped according to their knowledge of teaching reading and/or subject area.[20]

In-service programs should assist teachers in overcoming the tendency to avoid disabled readers. Many teachers label disabled readers as dull and find them frustrating. Frequently, the teacher lacks the confidence and competency to deal with them.[21]

READING RESEARCH

In another review of the literature, Brother Courtney finds that research is scattered and inconclusive as to whether we are improving reading in the content area.

> It is difficult to organize, sustain and empirically evaluate any program which permits such a wide variety of almost uncontrollable variables.[22]

His study finds that the literature seems to fall into three categories:

1. Descriptive articles urging the application of reading principles in the content-area fields.

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[20]Jerome Axelrod, "A Few Recommendations on How to Conduct In-Service Reading Instruction for Content-Area Teachers," English Journal, 64 (February, 1975), 81-82.

[21]Ibid.

[22]Brother Leonard Courtney, Are We Really Improving Reading in the Content Field?, ERIC Document ED 022 651, April, 1968.

2. Individual studies relating to various techniques or applications.

3. Investigation by content-area people themselves relative to the reading ability of their students and readability of their own texts.[23]

READING PROGRAMS

Since research has not yet clearly demonstrated the effectiveness of reading programs, administrators may often be skeptical. A solid approach in presenting a program is suggested by Ann Zalewski.

She states it is necessary to define the purpose of the reading program and then determine the skills the children will need in order to meet this purpose. One should select the appropriate materials and set limits on the intended accomplishments. Finally, one must assess student needs through questionnaires and testing.[24]

Zalewski contends the administrator should have a statement of the skills the children are expected to learn. All activities must then lead the learner in this direction. Specifications are needed concerning what the student must

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[23]Brother Leonard Courtney, Are We Really Improving Reading in the Content Field?, ERIC Document ED 022 651, April, 1968.

[24]Ann Marie Zalewski, "How to Present a Reading Program to the Administration," Education Digest, 41 (October, 1975), 54-56.

demonstrate to receive a grade in the course and selected tests should evaluate his/her performance.

To put the program into effect, the teacher begins with a small group if possible, and makes changes. Zalewski suggests that providing each student with a purpose and creating an atmosphere where students want to work shows positive results. An attempt may be made to provide alternate ways of learning a task.

To justify the program simple studies can be run. One must measure the program performance against course objectives and evaluate student performance on each objective. Students can be compared with those who did not participate in the program, and finally, the students can be asked to evaluate the program themselves.[25]

READING GROUPS

The middle school reading teacher finds that beyond the sixth grade most programs in reading are developmental, corrective, or remedial.

The Florida State Department of Education defines a developmental program as one intended to reinforce and extend reading skills to the maximum potential of the student. They define a corrective program as one intended to assist in overcoming marked retardation in one or two

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[25]Ann Marie Zalewski, "How to Present a Reading Program to the Administration," Education Digest, 41 (October, 1975), 54-56.

major skill areas. Their definition of a remedial program is one intended to provide individualized or intensified training for those reading two or more years below grade level.[26]

Betty-Jo Dawkins, as disclosed in an article entitled "Reading: An Essential in the Middle School Curriculum," believes the reading needs of high school students are more sophisticated than those of elementary students. They need to increase vocabulary and word perception. Basic comprehension skills require continual improving. Teenagers must learn to read critically and evaluate what has been read. It is hoped that eventually they will develop more mature reading interests and tastes.[27]

Remediation programs weave specific comprehension programs with material in the content area using all modalities. Nancy Everhart and Margaret Lloyd developed learning packets for teachers and suggested that the program not be added to an already full schedule, but instead be substituted for another class. Attendance must be mandatory and the class should be held during regular hours. To meet the needs of each individual it is imperative that

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[26]Karlyn Kamm, Focusing Reading Comprehension Instruction: Sentence Meaning Skills, ERIC Document ED 122 212, 1976.

[27]Betty-Jo Dawkins, Reading: An Essential in the Middle School Curriculum, ERIC Document ED 120 673, December, 1975.

the class size not exceed ten. An attempt may be made to make the work in class relate as much as possible to the programs of the students.[28]

When involving students in a developmental program, the emphasis is placed on establishing critical readers. Carol McCord defines the critical reader as ". . . one who reacts to the material in that he makes decisions and judgments about it."[29] This skill can be developed by reading two authors on the same subject and contrasting them. Frequently, discussion of what has been read provides a sounding board and crystalizes thinking.

In a heterogeneously grouped classroom, the room assignments may be differentiated with materials that cover a wide range of reading ability. The teaching methods used may vary according to the students.[30]

TESTING

There are a variety of effective tests used to determine ability in the area of reading. Test selection should be based on what information is needed.

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[28]Leo C. Fay, Reading in the High School. What Research Says to the Teacher, ERIC Document ED 033 827, September, 1956.

[29]Carol S. McCord, Developing an Effective Reader, ERIC Document ED 014 381, May, 1967.

[30]Nancy A. Everhart and Margaret V. Lloyd, Vocabulary Development in the Content Areas Through Word Recognition Skills: Individualized Inservice Packet Number V, Teaching Teen Reading Series, ERIC Document ED 106 757, 1975.

The Florida State Department of Education has written a guide for secondary schools in their state giving common purposes for testing. The four main purposes they point out are (1) to survey the school to determine the percentage of poor readers, (2) to identify weak areas, (3) to diagnose the reasons for deficiencies by the measure of sub-skills or related factors, and (4) to measure growth or improvement.[31]

The interpretation of test results creates several thought-provoking problems. It is difficult to relate scores to pupil capacity for improvement. There is a tendency to over-generalize from test results. Pre- and post-test scores are not always accurate or stable. And finally, it must be determined whether the test measures the skills needed for the program.[32]

The following are among some of the more widely recognized reading or reading-related tests used by clinicians and teachers.

The Peabody Picture Vocabulary Test can be used with a child who appears bright but is unable to master a written test. The score will give some indication of I.Q. and help to determine the best suited materials.

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[31]Florida State Department of Education, Reading in Florida Secondary Schools, A Guide, ERIC Document ED 013 751, 1966.

[32]Ibid.

The Stanford Achievement Test gives a general overview in terms of vocabulary, paragraph meaning, spelling, word study skills, et cetera. It is a standardized test. This battery of tests will take time to administer and may not always be practical for the classroom teacher.

The Gray's Oral Reading Test is a timed test in which the child reads progressively more difficult paragraphs while the administrator marks errors. It is a standardized sight vocabulary test. Again, it is time consuming and must be given on an individual basis.

The Wide Range Achievement Test is also a standardized test used to determine the child's reading level and sight vocabulary. Because it is quick and individually given, the teacher can detect decoding ability, syllabication, and sight vocabulary at one time. Generally, the test results are an accurate indicator of the child's reading ability.

The Keystone Visual Survey Test may be administered to detect any visual problems. The Wepman Auditory Discrimination Test is designed to determine if any hearing difficulties exist. In both cases the child would be referred to a specialist if follow-up was needed.

The Cloze Test can be used by content teachers as a simple and economical method of identifying those students who might have difficulty reading the textbook. It is a deliberate deletion of words from several paragraphs

which are then filled in by the student to see if he understands the material.[33]

To construct a Cloze Test one must select a passage not previously read by the students, about 250-350 words in length. Beginning with the second sentence and finishing with the second to the last sentence, omit every fifth word. Type with blanks of equal length for the student to fill in. Guesses are encouraged and incorrect spelling does not count. The test is not timed and the students should read through it first. Scoring is done by counting the correct answers (synonyms and wrong endings do not count). Forty to 60 percent accuracy indicates the text is suited to the reader. Thirty-nine percent or less means the text is too hard and more than 61 percent means the text is too easy.[34]

READING SKILLS

The content-area teacher who teaches reading in the classroom emphasizes a variety of reading skills while enforcing the content to be learned. In improving reading comprehension in the classroom, Duane Tovey suggests the following goals are desirable:

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[33]Ernest K. Dishner, The Cloze Procedure: A Valuable Tool for Content Teachers, ERIC Document ED 123 602, 1973.

[34]Ibid.

1. To be able to understand and organize materials to locate specific information.

2. To be able to identify the main idea of each paragraph.

3. To be able to locate specific details in a paragraph.

4. To be able to adjust the rate of reading according to the material.

5. To extend and develop vocabulary of each individual student.[35]

Comprehension skills are defined as abilities necessary to satisfactorily answer questions after reading a selection from a reading test, workbook, or text.[36]

Helen Caskey reports in an article for The Reading Teacher that there is an uncertain relationship between mental ability and higher levels of comprehension. Although there does not seem to be limits, the ability to comprehend is dependent on the type of instructional assistance given to the student.[37]

Different types of reading require different rates of reading. Following directions, for example, needs slower, more deliberate reading.

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[35]Duane R. Tovey, "Improving Children's Comprehension Ability," Education Digest, 42 (March, 1977), 60-62.

[36]Ibid.

[37]Helen J. Caskey, "Guidelines for Teaching Comprehension," The Reading Teacher, 23 (April, 1970), 649-654.

Coletta Grindstaff, author of a teacher training manual, has found "reading for the main idea" is basic to success in a classroom. She believes it quite effective to find the topic sentence, to read introductory and concluding paragraphs for the main idea, to study titles and headings, to use one sentence summaries to state the idea of the paragraph, and to skim the material for general impressions.[38]

She continues by stating that students can also use contextual clues to derive meaning. The sentence itself or the preceding and following sentences may unlock word meanings. Also, prefixes, suffixes, compound words, charts, maps, graphs, and the dictionary are useful.[39]

An interesting quote by Leo Fay indicates the importance of vocabulary in our lives. "Success in life appears to positively relate to the size and nature of vocabulary."[40] Educators perceive it as constantly affecting comprehension. This researcher has found the prime strategies for developing vocabulary in social studies are through context, structure, direct teaching, and game-like activities.

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[38]Coletta Grindstaff, Comprehension Skills, Unit 3. Morehead ABE Teacher Training Institute, ERIC Document ED 101 188, August, 1971.

[39]Ibid.

[40]Leo C. Fay, Reading in the High School. What Research Says to the Teacher, ERIC Document ED 033 827, September, 1956.

Each content area has its own specialized vocabulary which must be taught. Textbook author Robert Karlin writes,

> Studies show that all other conditions being equal, knowledge of word meaning seems to be the most important single factor that accounts for variability in reading comprehension.[41]

Since we cannot teach students all the words they will need to know, we must teach them resources.

The child's word attack skills must be mastered well enough that word pronunciation is not hindered. Vocabulary must be sufficient to handle the material and reading rate must be adjusted to the material. These skills should be enforced at every grade level in every subject area, with the material becoming more refined and sophisticated from year to year.

CONCLUSION

All of the research in reading-in-the-content area seems to point toward the continued teaching of reading skills in every class throughout junior and senior high school. Competency in reading appears to be an ongoing process which is strengthened and sharpened year after year by all teachers. Students cannot be expected to arrive with all of the skills necessary to complete the course. These necessary skills must be taught and reinforced.

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[41] Robert Karlin, Teaching Elementary Reading: Principles and Strategies (2nd ed.; New York: Harcourt, Brace and Jovanovich, 1975).

Some schools, such as El Toro High School, have even gone so far as to base all curriculum around the top priority of reading. In these schools everything revolves around reading.

In-service programs can increase awareness among teachers and perhaps help them deal with disabled readers more successfully. Reading programs and special groupings treat the problems of individual readers and make it possible for low achievers to succeed.

Testing with a purpose is essential. Tests are available to suit every need, but one must also recognize that there are certain problems inherent in using standardized tests.

In conclusion, this researcher has discussed a variety of skills helpful in creating critical readers. Perhaps more significant than any other factor, teachers must be committed to the program they teach and create a favorable environment where the student will want to learn.

Chapter 3

PROCEDURES FOR CONDUCTING THE RESEARCH

SUMMARY OF THE RESEARCH DESIGN

This study was intended to determine whether teacher attention toward vocabulary which is difficult in either meaning or pronunciation correlates positively with high chapter test scores in eighth grade United States history classes. These results were compared with alternate chapters where no special emphasis was placed on vocabulary. From the information gathered, conclusions were drawn concerning the validity of this particular method of vocabulary recognition.

PROCEDURES FOR GATHERING THE DATA

The most crucial obstacle to overcome for this project was obtaining the permission and cooperation of a classroom teacher. This researcher was fortunate in enlisting the services of Mr. Robert Fisher, history teacher at South Middle School in Downey, California. Mr. Fisher teaches five periods of United States history, totaling approximately 130 students, thus providing a large data base for the project.

It was necessary for him to alter his teaching style and materials to provide both a control group and an experimental group during the project. The project took five months, beginning in mid-September and ending in January.

For Chapters 1, 3, 5, and 7 in the history textbook Challenge of America, the researcher developed vocabulary recognition materials which Mr. Fisher used to teach the content of these chapters. At the conclusion of each chapter a final test was given. This served as the experimental group.

Chapters 2, 6, 8, and 9 were taught by more standard means, with no special attention toward vocabulary. Following the conclusion of each chapter a chapter test was given, thus creating the control group. All chapter tests were designed by Mr. Fisher.

DESIGN OF THE INSTRUMENT

The research instrument followed a format designed by Mr. Keith McKenzie, Murphy Reading Clinic, Whittier College. This investigator first had to extract forty of the most difficult words either in pronunciation or meaning from Chapters 1, 3, 5, and 7. Some of the words were historical terms and some were simply difficult words for eighth grade readers. These words were placed on five by eight inch cards listing pronunciation and/or syllabication, definition and its use in a sentence drawn from the context of the chapter.

Revolution Rev o lu tion p. 61

--a complete change in a system of government brought about by the people of a country, especially by war.

The American Revolution was fought by the people, against the British.

These forty words were put into two vocabulary lessons of twenty each. The words were typed in sequential order with all of the previously named information.

For review and quiz purposes a vocabulary worksheet was created. At the top of the page the words were listed alphabetically. Following in random order, the sample sentences were given with the key vocabulary words left out. It was the job of the student to fill in the blank with the appropriate word.

When both lessons were completed, Mr. Fisher then gave the concluding chapter test.

ANALYSIS OF THE DATA

Upon completion of the experiment, the students were listed alphabetically for each of five periods. Those who did not have test scores for all of the chapters in the study were eliminated, thus reducing the student population to eighty students.

The number of A's, B's, C's, D's, and F's were then tabulated for Chapters 1, 3, 5, and 7 to form the experimental group and Chapters 2, 6, 8, and 9 to comprise the control group. Chapter 4 was deleted from the experiment entirely. Next, the tabulations for each period were combined to form a cumulative total.

At this point, a t-test was employed to determine if a significant difference existed between the means of the control group and experimental group. The statistics relative to the t-score were also computed for each period.

Chapter 4

ANALYSIS OF THE DATA

The subjects of the study are all eighth graders at South Middle School in Downey, California. The majority are from lower middle class neighborhoods and by and large they reside in single family dwellings. Many come from homes with only one parent.

South Middle School is comprised of approximately 77-78 percent Anglo students, 20 percent Mexican-American students, and 2-3 percent Oriental students. Only three black children attend this school.

Although no conclusive data is available currently, it is estimated from past records that the average I.Q. is ninety-six. According to the California Test of Basic Skills (CTBS), these eighth graders are reading nearly one year below grade level.

Given the knowledge that the children are not reading up to grade level it becomes necessary to determine the level at which the text, Challenge of America, was written. The following table presents a breakdown by chapter according to Fry's Readability Graph.

TABLE I

FRY'S READABILITY GRAPH ON
CHALLENGE OF AMERICA

Chapter	Reading Level	Chapter	Reading Level
1	High 10	13	Mid 9
2	High 8	14	High 7
3	Mid 7	15	High 9
4	Low 8	16	Low 10
5	High 6	17	Mid 9
6	Mid 7	18	Mid 9
7	High 7	19	Mid 10
8	Mid 10	20	Low 9
9	Mid 6	21	Low 9
10	Mid 7	22	Mid 8
11	High 7	23	Low 10
12	Low 7		

Frequency	Reading Level	Total
5	Grade 10	50
6	9	54
3	8	24
7	7	49
2	6	12
23		189

189 - 23 = 8.2 Median readability level

Inspection of this table indicates that the textbook has a median readability of mid-eighth grade, but a book such as this is heavily laden with concepts. The book could prove to be a challenge for even the best readers at this age, much less those with a reading disability.

It was the intent of this researcher to ascertain the effect of vocabulary recognition upon the child's comprehension as measured by concluding chapter test scores. Table II shows the number of students and tests involved in the project.

TABLE II

BREAKDOWN ON NUMBERS OF STUDENTS AND TESTS

Period	Total Students	Students Missing Tests	Total Students in Experiment
1	27	13	14
2	21	7	14
3	25	5	20
4	26	9	17
5	28	13	15
	127	47	80

80 Students x 8 Tests = 640 Test Scores

640 Test Scores - 320 Experimental Tests
320 Control Tests

Eighty students and 640 tests provide a relatively large data base for this experiment. It was then possible to statistically compute the t-scores for these test grades. Table III reveals the cumulative results.

Table III shows the experimental group has nearly twice as many A's as the control group. They exceed in the B category and begin to increasingly fall behind in the C, D, and F ranges. Judging from the raw data, it becomes apparent that the experimental group has succeeded in achieving higher test scores with the vocabulary recognition method. The researcher then applied the t-test to the mean scores.

These figures show the t-score as 3.27. It may be said that there is a significant difference between the experimental and control groups at the .01 level of confidence.

TABLE III

CUMULATIVE RESULTS - t-TEST

Experimental Group						Control Group					
Grade	f	Weighted	x	x^2	fx^2	Grade	f	Weighted	x	x^2	fx^2
A (5)	51	255	+2.06	4.2436	216.42	A (5)	26	130	+2.39	5.7121	148.51
B (4)	62	248	+1.06	1.1236	69.66	B (4)	53	212	+1.39	1.9321	102.40
C (3)	79	237	+ .06	.0036	.28	C (3)	88	264	+ .39	.1521	13.38
D (2)	73	146	- .94	.8836	64.50	D (2)	76	152	- .61	.3721	28.28
F (1)	55	55	-1.94	3.7636	207.00	F (1)	77	77	-1.61	2.5921	199.59

$N = 320$ $N = 320$

$M_1 = 2.94$ $M_2 = 2.61$

$M_1 - M_2 = .33$

$t = 3.2673$ significant at the .01 level

It is interesting to note that while the cumulative data shows a very high level of significance, the smaller, individual class statistics in Tables IV through VIII, which follow, do not show such significance.

> The strength of a prediction or the accuracy of an inferred value increases as the number of independent observations (sample size) is increased.[42]

The researcher feels that this may account for the results of the t-scores done by period.

The limited number of tests for each period did not produce a sufficiently large enough difference between the means, and therefore, the t-score was affected adversely. It is this writer's belief that the determination of the success of this project can be found in the cumulative and raw data, and that the larger sample provides a more accurate basis for prediction.

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[42]John W. Best, Research in Education (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977).

TABLE IV

PERIOD ONE RESULTS - t-TEST

Experimental Group						Control Group					
Grade	f	Weighted	x	x^2	fx^2	Grade	f	Weighted	x	x^2	fx^2
A (5)	7	35	+1.84	3.3856	23.70	A (5)	5	25	+2.29	5.2441	26.22
B (4)	17	68	+ .84	.7056	12.00	B (4)	7	28	+1.29	1.6641	11.65
C (3)	14	42	- .16	.0256	.36	C (3)	19	57	+ .29	.0841	1.60
D (2)	14	28	-1.16	1.3456	18.84	D (2)	17	34	- .71	.5041	8.57
F (1)	4	4	-2.16	4.6656	18.66	F (1)	8	8	-1.71	2.9241	23.39

N = 56

M_1 = 3.16

N = 56

M_2 = 2.71

$M_1 - M_2$ = .45

t = 2.05 significant at the .05 level

TABLE V

PERIOD TWO RESULTS - t-TEST

Experimental Group						Control Group					
Grade	f	Weighted	x	x^2	fx^2	Grade	f	Weighted	x	x^2	fx^2
A (5)	8	40	+2.36	5.5696	44.56	A (5)	3	15	+2.70	7.29	21.87
B (4)	7	28	+1.36	1.8496	12.95	B (4)	6	24	+1.70	2.89	17.34
C (3)	14	42	+ .36	.1296	1.81	C (3)	14	42	+ .70	.49	6.86
D (2)	11	22	- .64	.4096	4.51	D (2)	15	30	- .30	.09	1.35
F (1)	16	16	-1.64	2.6896	43.03	F (1)	18	18	-1.30	1.69	30.42

$N = 56$
$M_1 = 2.64$

$N = 56$
$M_1 = 2.30$

$M_1 - M_2 = .34$
$t = 1.39$ not significant

TABLE VI

PERIOD THREE RESULTS - t-TEST

Experimental Group						Control Group					
Grade	f	Weighted	x	x^2	fx^2	Grade	f	Weighted	x	x^2	fx^2
A (5)	18	90	+1.81	3.2761	58.97	A (5)	6	30	+2.10	4.41	26.46
B (4)	15	60	+ .81	.6561	9.84	B (4)	23	92	+1.10	1.21	27.83
C (3)	19	57	- .19	.0361	.69	C (3)	20	60	+ .10	.01	.20
D (2)	20	40	-1.19	1.4161	28.32	D (2)	19	38	- .90	.81	15.39
F (1)	8	8	-2.19	4.7961	38.37	F (1)	12	12	-1.90	3.61	43.32

$N = 80$ $N = 80$

$M_1 = 3.19$ $M_2 = 2.90$

$M_1 - M_2 = .29$

$t = 1.46$ not significant

TABLE VII

PERIOD FOUR RESULTS - t-TEST

Experimental Group						Control Group					
Grade	f	Weighted	x	x^2	fx^2	Grade	f	Weighted	x	x^2	fx^2
A (5)	11	55	+2.16	4.6656	51.32	A (5)	6	30	+2.44	5.9536	35.72
B (4)	11	44	+1.16	1.3456	14.80	B (4)	10	40	+1.44	2.0736	20.74
C (3)	18	54	+ .16	.0256	.46	C (3)	19	57	.44	.1936	3.68
D (2)	12	24	- .84	.7056	8.47	D (2)	14	28	- .56	.3136	4.39
F (1)	16	16	-1.84	3.3856	54.17	F (1)	19	19	-1.56	2.4336	46.24

$N = 68$ $N = 68$

$M_1 = 2.84$ $M_2 = 2.56$

$M_1 - M_2 = .28$

$t = 1.22$ not significant

TABLE VIII

PERIOD FIVE RESULTS - t-TEST

Experimental Group						Control Group					
Grade	f	Weighted	x	x^2	fx^2	Grade	f	Weighted	x	x^2	fx^2
A (5)	7	35	+2.20	4.84	33.88	A (5)	6	30	+2.53	6.40	38.40
B (4)	12	48	+1.20	1.44	17.28	B (4)	7	28	+1.53	2.34	16.38
C (3)	14	42	.20	.04	.56	C (3)	16	48	.53	.28	4.48
D (2)	16	32	- .80	.64	10.24	D (2)	11	22	- .47	.22	2.42
F (1)	11	11	-1.80	3.24	35.64	F (1)	20	20	-1.47	2.16	43.20

N = 60
M_1 = 2.80

N = 60
M_1 = 2.47

$M_1 - M_2$ = .33
t = 1.38 not significant

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY AND CONCLUSIONS

The primary objective of this study was to determine if a positive correlation exists between the use of vocabulary recognition and higher chapter test scores in eighth grade United States history classes. The process of vocabulary recognition involved extraction of words from the chapter that could be difficult for the student. These words were broken into syllables, defined, and used in a sentence drawn from the context of the chapter. Both the vocabulary and the content were reinforced with a worksheet. This research was based on the assumption that understanding specific vocabulary words would increase competence in reading and that this competence in reading would be related to success in academic subjects.

Using the textbook, Challenge of America, the odd-numbered chapters, 1 through 7, were taught with specific attention toward vocabulary which was difficult in either pronunciation or meaning. The results of these chapter test scores were compared with four chapters where no special emphasis was placed on vocabulary.

The raw data were compiled for each class and then combined together to create the cumulative scores. Examination of the raw scores in terms of the number of A's, B's, C's, D's, and F's for each chapter was very interesting. When all of the classes were combined there were 51 A's in the experimental group, which used the vocabulary recognition, and only 26 A's in the control group. The experimental group had 62 B's as compared with 53 B's in the control group. The control group compiled more C's, D's, and F's. The experimental group had 55 F's while the control group had 77 F's. These results clearly pointed out that the test scores did rise when the classroom teacher placed emphasis on the vocabulary words used in the chapter being studied.

Yet, in order to determine the significance between the means of the control group and the experimental group, a t-test had to be performed. When the t-test was computed for the cumulative data, the results showed a significant difference, at the .01 level of confidence.

The t-test scores varied in a period-by-period analysis. Class period one was significant at the .05 level of confidence, which was not as impressive as the cumulative data. Periods two, three, four, and five showed no statistical significance. This researcher feels that the explanation for these unusual results lies in the size of the student population for each class. When there are fewer test scores it is difficult to create a large

difference between the means of the experimental and the control groups. The statistical calculations which then follow do not produce a significant t-score.

This study utilized the null hypothesis: Students taught with the method of vocabulary recognition will not show any significant difference in retention of historical information, as measured by chapter scores, than when taught without this vocabulary technique. The hypothesis should definitely be rejected, as illustrated by the t-test results for the cumulative data.

RECOMMENDATIONS

All of the preceding information only serves to reinforce this researcher's basic assumption that comprehending specific vocabulary words will increase competence in reading. Children who are not competent in reading operate at a severe disadvantage.

Within the framework of any classroom there is merit in utilizing the following ideas: First, the teacher should investigate the reading level of each student. Second, the teacher must ascertain the reading level of the textbook that the class will be utilizing. This can be done by such methods as Fry's Readability Graph. Third, the teacher must attempt to reconcile the reading level of the students with the reading level of the textbook. This will help to preclude the possibility of creating an environment where students lack the ability to succeed. The research

indicates that textbooks are made more readable when emphasis is placed on difficult vocabulary. Educators should find this an effective teaching method.

APPENDIX

CHALLENGE OF AMERICA

Chapter 1 - Lesson One

Vocabulary Recognition

1. Western Hemisphere — Wes' tern Hem' is phere

   --Western half of the world

   The story of the people who built America begins with the first settlers of the Western Hemisphere. p. 35

2. fleeing — flee ing

   --to leave quickly

   The tribes may have been following wild animals in search of food or perhaps they were fleeing their enemies. p. 35

3. descendants — de scen dants

   --coming from ancestors or past generations of your family

   The descendants of Asian hunters wandered south from Alaska. p. 35

4. immigrants — im' mi grants

   --persons who are born in a foreign country and enter a new country to make their homes

   The Asian hunters were the first immigrants to America. p. 35

5. clans — clans

   --groups of people who have a common ancestor

   Practically all the American Indians belonged to tribes made up of clans. p. 36

6. shamans — sha mans

   --religious men who used magic to cure the sick and ask for rain

   Most tribes had shamans who were in charge of religious affairs. p. 36

7. archaeologists ar'chae ol o gists

--men who study past human life

Archaeologists dig in areas where Indians live. p. 36

8. cultures cul' tures

--particular groups in civilization

Archaeologists were scientists who studied the remains of early cultures or civilizations. p. 36

9. anthropologist an thro' pol o gist

--a scientist that studies the physical and cultural development of man

Anthropologists work with archaeologists to analyze the remains of ancient Indian civilizations. p. 36

10. potlatches pot' latch es

--feasts given by Pacific Northwest Indians

The Indians showed their wealth at great feasts called potlatches. p. 38

11. prestige pres' tige

--others have a high opinion of someone because of what they've done

If the guest could not give away or destroy as much as the host they lost face or prestige. p. 38

12. adobe a do' be

--brick made of earth or clay and dried in the sun

Some of the Southwest Indians began to build houses of adobe bricks. p. 38

13. pueblos pueb' los

--villages

The Spanish explorers of the Southwest called these adobe apartment houses pueblos, which means villages. p. 38

14. unison uni' son

--tuned to the same pitch; exact agreement

All the men sing in unison . . . p. 38

15. pulsating pul'sat ing

--to show a beat or a throb

The drums kept up the pulsating heartbeat. p. 38

16. dignified dig'ni fied

--a man with self-respect or pride

Instead, Pueblos were dignified men who never attempted to be outstanding. p. 38

17. ancestors an' cestors

--persons far back in one's family

Today on reservations in New Mexico and Arizona, Pueblos continue the ways of their ancestors. p. 38

18. depicts de picts'

--to show with a picture or words

The painting to the left depicts an Algonquin Indian Village. p. 39

19. tended tend' ed

--took care of

The East Woodland Indian men hunted and fished; the women tended the fields and gathered the fruit. p. 40

20. representative government rep re sen'ta tive gov' ern ment

--a government run by officials chosen by the people

The group was in fact an early form of representative government. p. 40

Name _____

Period _____

CHALLENGE OF AMERICA

Chapter 1 - Lesson One

Worksheet

From the following list, pick the correct word to fill in the blank in each sentence.

adobe	descendants	pulsating
ancestors	dignified	representative government
anthropologist	fleeing	shamans
archaeologist	immigrants	tended
clans	potlatches	unison
cultures	prestige	Western Hemisphere
depicts	pueblos	

1. The story of the people who built America begins with the first settlers of the _____.
2. The tribes may have been following wild animals in search of food or perhaps they were _____ their enemies.
3. The _____ of Asian hunters wandered south from Alaska.
4. The Asian hunters were the first _____ to America.
5. Practically all the American Indians belonged to tribes made up of _____.
6. Most tribes had _____ who were in charge of religious affairs.
7. _____ dig in areas where Indians live.
8. Archaeologists were scientists who studied the remains of early _____ or civilizations.

9. _____ work with archaeologists to analyze the remains of ancient Indian civilizations.

10. Some of the Southwest Indians began to build houses of _____ bricks.

11. Instead, Pueblos were _____ men who never attempted to be outstanding.

12. The group was in fact an early form of _____.

13. All the men sing in _____ . . .

14. The East Woodland Indian men hunted and fished; the women _____ the fields and gathered the fruit.

15. The drums kept up a _____ heartbeat.

16. Today on reservations in New Mexico and Arizona Pueblos continue the ways of their _____.

17. The Indians showed their wealth at great feasts called _____.

18. The Spanish explorers of the Southwest called these abode apartment houses _____, which means villages.

19. The painting to the left _____ an Algonquin Indian Village.

20. If the guest could not give away or destroy as much as the host, they lost face or _____.

CHALLENGE OF AMERICA

Chapter 1 - Lesson Two

Vocabulary Recognition

1. firearms fire' arms

--small weapons such as rifles or pistols

The Indians were not equipped to oppose European firearms. p. 41

2. allies al' lies

--those joined together for a common reason, as in two friendly countries

When the Europeans came, many tribes thought the Europeans would be their allies against their Indian enemies. p. 41

3. conquered con' quered

--won by force

Because there was no unity among the Indians, the Europeans conquered them one tribe at a time and took their hunting grounds and farmlands. p. 41

4. vanished van ished

--disappeared

When the Indians lost their land, much of their way of life vanished. p. 41

5. continent con tin ent

--large amount of land; one of the great divisions of land on the globe

For thousands of years Indians traveled across Mexico and Central America, then down through South America to the southern tip of that continent. p. 43

6. empires em' pires

--groups of countries together under one ruler

Indians in Peru and Mexico also built great civilizations and governed huge empires. p. 43

7. terraces ter'ra ces

--raised level fields of earth often done as one of a group on a slope

The Indians learned to build terraces, or level fields, like huge steps up and down the slopes. p. 43

8. Incas In' cas

--a powerful Indian tribe

The Incas of Southern Peru first conquered neighboring tribes. p. 43

9. quipus qui' pus

--village records kept with knotted ropes

They kept track of all the tribes they governed with knotted ropes called quipus. p. 43

10. decipher de ci' pher

--to find out the meaning of something or translate a code

Only a few Inca quipus have been found, and scientists have not yet completely discovered how to decipher them. p. 43

11. collapse col lapse'

--to fall down or give way

When the Spanish arrived in South America, the collapse of the empire was swift. p. 44

12. treacherously treach' er ously

--dangerously; violently

The Spanish quickly captured the emperor and treacherously killed him. p. 44

13. dismayed dis may ed

--loss of spirit or courage

The dismayed Indians were quickly conquered, and the Inca empire, with all its wealth, fell to the Spanish. p. 45

14. impersonate im per'son ate

--to pretend to be some other person

Masked dancers impersonate supernatural beings called "kachinas." p. 45

15. essential es sen tial

--important; necessary

The Aztecs of Mexico practiced a cruel religion for which human sacrifice was <u>essential</u>. p. 45

16. ennobled en no' bled

--raised to the rank of nobility

They believed that their gods demanded human lives and that the sacrifice <u>ennobled</u> both themselves and their victims. p. 45

17. causeways cause' ways

--roads built above water level

It was connected to the mainland by stone <u>causeways</u>. p. 46

18. flourished flour' ish ed

--thrived; grew; prospered

The Aztecs, probably learned writing from the Maya, who <u>flourished</u> several centuries earlier in Southern Mexico. p. 46

19. abandon aban don

--to leave

Most books were destroyed by the Spanish, who forced the Indians to <u>abandon</u> their Aztec religion. p. 46

20. alliances al li ances

--unions between two or more persons or nations

The Spanish made <u>alliances</u> with these conquered tribes. p. 46

Name _____

Period _____

CHALLENGE OF AMERICA

Chapter 1 - Lesson Two

Worksheet

From the following list, pick the correct word to fill in the blank in each sentence.

abandon	decipher	impersonate
alliances	dismayed	Incas
allies	essential	quipus
causeways	empire	terraces
collapse	ennobled	treacherously
conquered	firearms	vanished
continent	flourished	

1. The Incas of Southern Peru first _____ neighboring tribes.
2. For thousands of years Indians traveled across Mexico and Central America, then down through South America to the southern tip of that _____.
3. Because there was no unity among the Indians, the Europeans _____ one tribe at a time and took their hunting grounds and farmlands.
4. When the Spanish arrived in South America, the _____ of the empire was swift.
5. The Aztecs probably learned writing from the Maya, who _____ several centuries earlier in Southern Mexico.
6. The Spanish quickly captured the emperor and _____ killed him.
7. The Spanish made _____ with these conquered tribes.
8. Indians in Peru and Mexico also built great civilizations and governed huge _____.

9. They kept track of all the tribes they governed with knotted ropes called _____.

10. When the Europeans came, many tribes thought the Europeans would be their _____ against their Indian enemies.

11. The Indians were not equipped to oppose European _____.

12. The Indians learned to build _____, or level fields, like huge steps up and down the slopes.

13. The _____ Indians were quickly conquered and the Inca empire, with all its wealth, fell to the Spanish.

14. It was connected to the mainland by stone _____.

15. Most books were destroyed by the Spanish, who forced the Indians to _____ their Aztec religion.

16. When the Indians lost their land, much of their way of life _____.

17. Only a few Inca quipus have been found, and scientists have not yet completely discovered how to _____ them.

18. Masked dancers _____ supernatural beings called "kachinas."

19. They believed that their gods demanded human lives and that the sacrifice _____ both themselves and their victims.

20. The Aztecs of Mexico practiced a cruel religion for which human sacrifice was _____.

CHALLENGE OF AMERICA

Chapter 3 - Lesson One

Vocabulary Recognition

1. Christopher Columbus — Chris to pher Col um bus

   --Dreamed of reaching China by sailing westward and accidently discovered part of the Americas.

   Today, it is known that Christopher Columbus reached a tiny island in the Bahama Islands. p. 65

2. navigation — na vi ga tion

   --to direct one's course

   In school Christopher studied Latin, geography and navigation. p. 63

3. Renaissance — Ren ais sance

   --a new birth or revival; a period marked by new vitality

   The fifteenth century was the beginning of the Renaissance, an age of experimentation and invention. p. 63

4. superstitious — su per sti tious

   --an unreasonable attitude toward things not understood by humans

   He was not as ignorant or superstitious as most sailors. p. 63

5. geographers — ge og ra phers

   --persons skilled in the study of the natural features of the earth such as climate and mountains

   Columbus knew that ancient Greek and Roman geographers had said the world was round. p. 63

6. monastery — mon as tery

   --a building where religious people live and carry on their work

   While Columbus was waiting for a ship to France, he stayed at a monastery near Palos, Spain. p. 64

7. provinces — pro vin ces

--divisions, usually large, in a country, made for purposes of local government

Spain was then engaged in a costly war to unite the Spanish provinces into a single nation. p. 64

8. Santa Maria — San ta Ma ri a

--the boat which carried Columbus to America

The Santa Maria was the largest, so it became the flagship. p. 65

9. flagship — flag ship

--a flagship carries the commander of a fleet

The Santa Maria was the largest, so it became the flagship. p. 65

10. Nina — Ni na

--the smallest ship in Columbus' fleet

The Nina was even smaller than the Pinta. p. 65

11. Pinta — Pin ta

--the middle size ship in Columbus' fleet

The Pinta was only half as big as the Santa Maria. p. 65

12. Amerigo Vespucci — A mer i go Ves puc ci

--a sailor who made maps of America

A German geographer saw these maps and named the new land America, in honor of Amerigo Vespucci. p. 67

13. colonize — col on ize

--to establish a group of people, usually in a distant country

The Spanish wished to colonize and convert the natives of the West Indies. p. 67

14. convert — con vert

--to change a religious belief

The Spanish wished to colonize and convert the natives of the West Indies. p. 67

15. Ponce de Leon — Ponce de Leon

--He was the governor of Puerto Rico and attempted to find the Fountain of Youth.

Ponce de Leon never discovered the Fountain of Youth. p. 67

16. peninsula pen in su la

--a piece of land nearly surrounded by water

Ponce de Leon reached a great peninsula which he named Florida. p. 67

17. Balboa Bal boa

--Balboa discovered the Pacific Ocean.

Balboa had reached what is now called the Pacific Ocean. p. 68

18. Ferdinand Magellan Fer din and Ma gel lan

--Magellan was the Portuguese navigator whose journey proved the world was round and that America was not part of Asia.

Ferdinand Magellan believed that if he kept sailing southwest he could find a way around the new lands to Asia. p. 68

19. Victoria Vic tor ia

--Ferdinand Magellan's flagship

Three years after the start of the voyage the Victoria returned to Spain. p. 69

20. Hernando Cortez Her nan do Cor tez

--Cortez conquered Mexico for Spain

In March 1519, Hernando Cortez led an expedition from Cuba to Mexico. p. 69

Name_____

Period_____

CHALLENGE OF AMERICA

Chapter 3 - Lesson One

Worksheet

From the following list, pick the correct word to fill in the blank in each sentence.

Amerigo Vespucci	flagship	Ponce de Leon
Balboa	geographers	provinces
Christopher Columbus	monastery	Renaissance
convert	navigation	Santa Maria
colonize	Nina	superstitious
Cortez	peninsula	Victoria
Ferdinand Magellan	Pinta	

1. Spain was then engaged in a costly war to unite the Spanish _____ into a single nation.
2. The _____ was the largest, so it became the flagship.
3. The _____ was even smaller than the Pinta.
4. The fifteenth century was the beginning of the _____, an age of experimentation and invention.
5. A German geographer saw these maps and named the new land America, in honor of _____.
6. Columbus knew that ancient Greek and Roman _____ had said the world was round.
7. _____ believed that if he kept sailing southwest he could find a way around the new lands to Asia.
8. Ponce de Leon reached a great _____ which he named Florida.

9. In March 1519, _____ led an expedition from Cuba to Mexico.

10. In school Christopher studied Latin, geography and _____.

11. _____ never discovered the Fountain of Youth.

12. The _____ was only half as big as the Santa Maria.

13. Today, it is known that _____ reached a tiny island in the Bahama Islands.

14. He was not as ignorant or _____ as most sailors.

15. Three years after the start of the voyage the _____ returned to Spain.

16. While Columbus was waiting for a ship to France, he stayed at a _____ near Palos, Spain.

17. The Santa Maria was the largest, so it became the _____.

18. The Spanish wished to colonize and _____ the natives of the West Indies.

19. _____ had reached what is now called the Pacific Ocean.

20. The Spanish wished to _____ and convert the natives of the West Indies.

CHALLENGE OF AMERICA

Chapter 3 - Lesson Two

Vocabulary Recognition

1. Montezuma — Mon te zu ma

   --the king of the Aztecs

   Led by their king, Montezuma, the Aztecs received Cortez and his men with gifts. p. 69

2. neglected — ne glected

   --unnoticed or uncared for

   Cortez returned to Spain, where he died a neglected man. p. 71

3. Hernando de Soto — Her nan do de So to

   --De Soto discovered the Mississippi River

   Hernando de Soto set out from Cuba in search of the Seven Cities of Cibola. p. 71

4. fabled — fa bled

   --famous or legendary

   De Soto's men continued their search for the fabled golden cities of Cibola. p. 71

5. expedition — ex pe di tion

   --a journey for a particular purpose

   De Soto's expedition found no gold, and so it was considered a failure by Spain. p. 71

6. Francisco Pizarro — Fran cis co Pi zar ro

   --Pizarro wiped out the Inca empire

   The Incas saw no reason to fear a handful of Spaniards but they were not prepared for the guns or treachery of Francisco Pizarro. p. 71

7. Coronado — Cor on a do

   --Coronado explored the southwestern United States

   Coronado finally found the fabled cities of Cibola, but there was no gold. p. 72

8. Cabeza de Vaca — Ca be za de Va ca

--This man was the first to cross Texas, Arizona and New Mexico.

Cabeza de Vaca led a small group of men across the southwestern part of America. p. 72

9. conquistadores — con quis ta dores

--conquerors

A small number of determined men called conquistadores built a great empire for Spain. p. 73

10. enslave — en slave

--to make a slave

The Spanish would enslave the Indians and steal their gold and silver. p. 73

11. Catholicism — Ca tho li cism

--the Catholic religion

The Spanish attempted to convert the Indians to Catholicism. p. 73

12. Cabral — Ca bral

--He claimed Brazil for Portugal.

Cabral in 1500 claimed Brazil for Portugal. p. 73

13. line of Demarcation — line of De mar ca tion

--a dividing line set up by the Pope giving part of Brazil to Spain and part to Portugal

This was the Line of Demarcation, or the dividing line. p. 73

14. possession — pos ses sion

--owning something

With most of the New World in its possession, Spain became very powerful. p. 73

15. prosperous — pros per ous

--successful; wealthy

Spain became the most prosperous and powerful nation in Europe. p. 73

16. veins

--lines of gold in rock

The Spanish were most interested in the rich mountain veins of gold and silver. p. 73

17. thrive thrive

--to be successful; to grow

The Spaniards found that citrus fruits would thrive in the New World. p. 74

18. monopoly mo no po ly

--to exclusively control or take over

Other nations soon challenged the Spanish monopoly. p. 74

19. pursuit pur suit

--to seek out or follow

Columbus was in pursuit of a new trade route. p. 74

20. comprises com prises

--consists of

Cabrillo claimed for Spain the area that comprises much of California today. p. 74

Name_____

Period_____

CHALLENGE OF AMERICA

Chapter 3 - Lesson Two

Worksheet

From the following list, pick the correct word to fill in the blank in each sentence.

Catholicism	Francisco Pizarro	Cabral
comprises	Hernando de Soto	possession
conquistadores	Cabeza de Vaca	prosperous
enslave	Line of Demarcation	pursuit
expedition	monopoly	thrive
fabled	Montezuma	veins
Coronado	neglected	

1. _____ finally found the fabled cities of Cibola, but there was no gold.
2. _____ led a small group of men across the southwestern part of America.
3. The Spanish would _____ the Indians and steal their gold and silver.
4. _____ set out from Cuba in search of the Seven Cities of Cibola.
5. De Soto's _____ found no gold, and so it was considered a failure by Spain.
6. _____ in 1500 claimed Brazil for Portugal.
7. Other nations soon challenged the Spanish _____.
8. The Spaniards found that citrus fruits would _____ in the New World.
9. Cabrillo claimed for Spain the area that _____ much of California today.

10. Cortez returned to Spain, where he died a _____ man.

11. The Spanish were most interested in the rich mountain _____ of gold and silver.

12. The Spanish attempted to convert the Indians to _____.

13. Led by their king, _____, the Aztecs received Cortex and his men with gifts.

14. De Soto's men continued their search for the _____ golden cities of Cibola.

15. Columbus was in _____ of a new trade route.

16. The Incas saw no reason to fear a handful of Spaniards but they were not prepared for the guns or treachery of _____.

17. A small number of determined men called _____ built a great empire for Spain.

18. This was the _____, or the dividing line.

19. With most of the New World in its _____, Spain became very powerful.

20. Spain became the most _____ and powerful nation in Europe.

CHALLENGE OF AMERICA

Chapter 5 - Lesson One

Vocabulary Recognition

1. lashed — lashed

   --to have struck or beaten

   Terrible storms often lashed the coast. p. 93

2. tenant — ten ant

   --one who occupies or uses a piece of land

   Big landowners in England ordered their tenant farmers to leave. p. 93

3. noblemen — no ble men

   --members of the highest class of people

   Almost all the land in Europe was owned by noblemen. p. 93

4. upheaval — up heav al

   --a sudden violent change

   In the 1500's Europe had been shaken by a religious upheaval. p. 94

5. Reformation — Ref or ma tion

   --to form again; to improve

   Europe had been shaken by a religious change called the Reformation. p. 94

6. interference — in ter fer ence

   --to be in opposition; to obstruct

   To many people, the New World offered freedom to worship without government interference. p. 94

7. grant — grant

   --a gift of land

   The businessmen persuaded their king to give them a large area of land, called a grant. p. 95

8. charter char ter

--an official document giving rights or privileges

The king gave them land through a charter. p. 95

9. capital cap i tal

--a large amount of money

The company raised the money or capital needed to build ships. p. 95

10. enlist en list

--to help or support

The company also used the money to build ships, stock them, hire crews and enlist colonists. p. 95

11. dividends di vi dends

--a sum or amount to be divided or distributed

People who bought the stock received yearly payments or dividends from any profits the company made. p. 95

12. joint-stock company joint-stock com pa ny

--a company that many people have invested in together

A company set up in this way is called a joint-stock company. p. 95

13. lessen les sen

--to make or become less

The joint-stock company had several advantages over the ordinary trading companies because the sale of stock enabled the merchants to lessen their share of the risks. p. 95

14. indentured servants in den tured ser vants

--people bound to the service of others by an agreement

The very poor people who wanted to come to America worked without pay for seven years to pay their passage and were called indentured servants. p. 96

15. famine fam ine

--lack of food; starvation

The supply of food the settlers had brought from England grew smaller and smaller and when winter came there was famine. p. 97

16. midst midst

--in the center of

The colonists starved and died in the midst of plenty. p. 97

17. House of Burgesses House of Bur gess es

--an elected body of lawmakers

The legislature was called the House of Burgesses. p. 98

18. persecutes per se cutes

--harms or destroys for religious or political reasons

England persecutes the Pilgrims. p. 98

19. Mayflower Compact May flower Com pact

--an agreement for just and equal laws

The Pilgrims decided to form a government of their own and wrote the Mayflower Compact. p. 99

20. abundance a bun dance

--plentiful

Food was so scarce the Pilgrims were thankful the sea provided an abundance of food. p. 99

Name _____

Period _____

CHALLENGE OF AMERICA

Chapter 5 - Lesson One

Worksheet

From the following list, pick the correct word to fill in the blank in each sentence.

abundance	House of Burgesses	midst
capital	indentured servants	noblemen
charter	interference	persecutes
dividends	joint-stock company	Reformation
enlist	lashed	tenant
famine	lessen	upheaval
grant	Mayflower Compact	

1. The supply of food the settlers had brought from England grew smaller and smaller and when winter came there was _____.
2. Almost all the land in Europe was owned by _____.
3. In the 1500's Europe had been shaken by a religious _____.
4. The businessmen persuaded their king to give them a large area of land, called a _____.
5. The company also used the money to build ships, stock them, hire crews and _____ colonists.
6. A company set up in this way is called a _____.
7. England _____ the Pilgrims.
8. Terrible storms often _____ the coast.
9. Europe had been shaken by a religious change called the _____.

10. Food was so scarce the Pilgrims were thankful the sea provided an _____ of food.

11. The joint-stock company had several advantages over the ordinary trading companies because the sale of stock enabled the merchants to _____ their share of the risks.

12. The legislature was called the _____.

13. The Pilgrims decided to form a government of their own and wrote the _____.

14. People who bought the stock received yearly payments or _____ from any profits the company made.

15. The very poor people who wanted to come to America worked without pay for seven years to pay their passage and were called _____.

16. Big landowners in England ordered their _____ farmers to leave.

17. To many people, the New World offered freedom to worship without government _____.

18. The company raised the money or _____ needed to build ships.

19. The king gave them land through a _____.

20. The colonists starved and died in the _____ of plenty.

CHALLENGE OF AMERICA

Chapter 5 - Lesson Two

Vocabulary Recognition

1. Puritans — Pur i tans

--Englishmen who wanted religious freedom

In 1628, eight years after the Pilgrims came to Plymouth, another group, called the Puritans, founded a second colony in New England. p. 101

2. Parliament — Par lia ment

--a lawmaking group

They believed England should be ruled by Parliament, a lawmaking body. p. 101

3. Religious toleration — re li gious tol er a tion

--letting others worship as they please

Roger Williams believed in true religious toleration. p. 106

4. proprietor — pro pri e tor

--the only owner of a colony

He was the sole owner, or proprietor of a colony. p. 107

5. heirs — heirs

--those who inherit property

In the years after Penn died, his heirs went back on their word and many wars with the Indians broke out. p. 109

6. tyrant — ty rant

--a cruel ruler

William Penn could have ruled like a tyrant, but he did not believe in that kind of government. p. 109

7. resistance — re sist ance

--fighting against

The English found little resistance in the Dutch settlement. p. 109

8. turpentine tur pen tine

--a mixture of oil and resin

The colonists also tapped the pine forests for tar and turpentine needed for English ship-builders. p. 112

9. cash crop cash crop

--sold rather than used by the people who grow them

After 1700 rice became the leading cash crop of Carolina. p. 112

10. indigo in di go

--a blue dye

Planters found that indigo grew well in this region. p. 112

11. plantation plan ta tion

--a large farm

Indigo became a plantation crop in Carolina. p. 112

12. Sentinel Sen ti nel

--lookout

Georgia came to be known as the Sentinel colony. p. 113

13. optimistic op ti mis tic

--hopeful

Because the colonists settled in lands rich in natural wealth, they developed a great optimistic spirit. p. 115

14. constitution con sti tu tion

--basic laws or rules of a government

They added to this concept of government under a constitution, a set of written laws. p. 116

15. criminal libel cri mi nal li bel

--an unjust statement

The British law said Zenger was guilty of criminal libel for criticizing a government official. p. 117

16. arbitrary ar bi trar y

--no law except one's own will or judgment

Hamilton pleaded that "nature and the laws of our country (allow us) to oppose arbitrary power . . ." p. 117

17. refuges ref u ges

--shelter or protection

Some of the colonies were established mainly as refuges for religious groups. p. 117

18. Toleration Act of 1649 Tol er a tion Act

--guarantees religious freedom

Maryland's Toleration Act of 1649 guaranteed the rights of all Christians to practice their religion freely. p. 117

19. seized seized

--taken away

New York was founded by the Dutch, but it was seized by the English in 1664. p. 121

20. self-reliance self- re li ance

--independence

In a spirit of self-reliance, American ideals, systems, and customs began to develop. p. 121

Name _____

Period _____

CHALLENGE OF AMERICA

Chapter 5 - Lesson Two

Worksheet

From the following list, pick the correct word to fill in the blank in each sentence.

arbitrary	Parliament	seized
cash crop	plantation	self-reliance
constitution	proprietor	Sentinel
criminal law	Puritans	Toleration Act of 1649
heirs	refuges	turpentine
indigo	religious toleration	tyrant
optimistic	resistance	

1. The British law said Zenger was guilty of _____ for criticizing a government official.
2. Roger Williams believed in true _____.
3. He was the sole owner, or _____ of a colony.
4. The English found little _____ in the Dutch settlement.
5. Planters found that _____ grew well in this region.
6. Georgia came to be known as the _____ colony.
7. Maryland's _____ guaranteed the rights of all Christians to practice their religion freely.
8. In 1628, eight years after the Pilgrims came to Plymouth, another group, called the _____ founded a second colony in New England.
9. In the years after Penn died, his _____ went back on their word and many wars with the Indians broke out.

10. In a spirit of _____, American ideals, customs and systems began to develop.

11. Because the colonists settled in lands rich in natural wealth, they developed a great _____ spirit.

12. Some of the colonies were established mainly as _____ for religious groups.

13. New York was founded by the Dutch, but it was _____ by the English in 1664.

14. Indigo became a _____ in Carolina.

15. They added to this concept of government under a _____, a set of written laws.

16. They believed England should be ruled by a _____, a lawmaking body.

17. William Penn could have ruled like a _____, but he did not believe in that kind of government.

18. After 1700 rice became the leading _____ of Carolina.

19. The colonists also tapped the pine forests for tar and _____ needed for English shipbuilders.

20. Hamilton pleaded that "nature and the laws of our country allow us to oppose _____ power . . ."

CHALLENGE OF AMERICA

Chapter 7 - Lesson One

Vocabulary Recognition

1. contempt con tempt

   --disobedience to or disrespect of a legislative body

   As the French and British grew in strength, each regarded the other with increasing contempt and distrust. p. 163

2. supremacy su prem a cy

   --superior

   Only France remained powerful enough to stand in the way of Britain's absolute supremacy in both world trade and colonial strength. p. 163

3. reign reign

   --to rule

   During the middle years of his long reign, Louis XIV proved to be a strong and ambitious king. p. 163

4. decisive de ci sive

   --to make a decision

   The stage was set for a decisive struggle. p. 164

5. King William's War

   --the ruling king of England during the first of four wars between France and England

   King William's War began in 1689. p. 165

6. Queen Anne's War

   --ruling Queen of England in 1713

   The second of the wars between France and Britain shifted some of the territory in North America, this war was called Queen Anne's War. p. 165

7. Deerfield Massacre

--a small village in Massachusetts attacked by 300 French and Indian warriors

The Deerfield Massacre aroused a slow, deep anger in the British colonies. p. 165

8. stockade stock ade

--protective fence

When the snowdrifts were almost to the top of the stockade the war party climbed over the drifts and rushed on the sleeping village. p. 165

9. King George's War

--ruling king in 1740

In King George's War, France fought against Britain mainly to keep control of colonial possessions. p. 168

10. French and Indian War

--the fourth war between France and Britain

In North America the fourth war with France was called the French and Indian War. p. 168

11. grand council

--a meeting of all the colonies

Benjamin Franklin suggested that a grand council of representatives from each colony be set up. p. 169

12. Albany Plan of Union

--a plan to unite the colonies under a central government for their common defense

When they presented this Albany Plan of Union to their colonial assemblies, every one of the legislators turned it down. p. 169

13. Major General Braddock

--major general in the British army

The British government realized that the colonies were in danger and quickly sent fourteen hundred soldiers under the command of Major General Braddock. p. 169

14. militia mi li tia

--army

About 450 soldiers of the Virginia militia, led by George Washington, joined Braddock's army. p. 169

15. William Pitt

--British Prime Minister

Then, in 1757 William Pitt became Prime Minister. p. 171

16. Prime Minister

--head of Parliament and most important government leader

Then, in 1757 William Pitt became Prime Minister. p. 171

17. Seven Year's War

--seven years of fighting between the French and the British

Wherever the paths of Britain and France crossed in the world there was fighting; these were called the Seven Year's War. p. 171

18. ceded ce ded

--gave up

France ceded Canada to Britain and withdrew its claims to the Ohio and Mississippi Valleys. p. 173

19. prelude pre lude

--something preceding an important matter

This was the prelude to the revolution. p. 173

20. indirect in di rect

--roundabout

Thus, the French and Indian War was an indirect cause of the American Revolution. p. 173

Name _____

Period _____

CHALLENGE OF AMERICA

Chapter 7 - Lesson One

Worksheet

From the following list, pick the correct word to fill in the blank in each sentence.

Albany Plan of Union	indirect	Queen Anne's War
ceded	King George's War	reign
contempt	King William's War	Seven Year's War
decisive	Major General Braddock	
Deerfield Massacre	militia	stockade
French and Indian War	Prime Minister	supremacy
grand council	prelude	William Pitt

1. The second of the wars between France and Britain shifted some of the territory in North America; this war was called _____.
2. Only France remained powerful enough to stand in the way of Britain's absolute _____ in both world trade and colonial strength.
3. In North America the fourth war with France was called the _____.
4. The British government realized that the colonies were in danger and quickly sent fourteen hundred soldiers under the command of _____.
5. In _____ France fought against Britain mainly to keep control of colonial possessions.
6. This was the _____ to the revolution.
7. The _____ aroused a slow, deep anger in the British colonies.
8. Benjamin Franklin suggested that a _____ of representatives from each colony be set up.

9. As the French and British grew in strength, each regarded the other with increasing _____ and distrust.

10. France _____ Canada to Britain and withdrew its claims to the Ohio and Mississippi Valleys.

11. The stage was set for a _____ struggle.

12. _____ began in 1689.

13. When they presented this _____ to their colonial assemblies, every one of the legislators turned it down.

14. About 450 soldiers of the Virginia _____, led by George Washington, joined Braddock's army.

15. Then, in 1757 _____ became Prime Minister.

16. Then, in 1757 William Pitt became _____.

17. When the snowdrifts were almost to the top of the _____ the war party climbed over the drifts and rushed on the sleeping village.

18. Wherever the paths of Britain and France crossed in the world there was fighting; these wars were called the _____.

19. Thus, the French and Indian War was an _____ cause of the American Revolution.

20. During the middle years of his long _____ Louis XIV proved to be a strong and ambitious king.

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